

ADMINISTRATIVE PROCEDURE

Students

Safety-Risk Assessment

STU #18

Revised: October 2025

Background

Christ the Redeemer (CTR) Catholic School Division is committed to providing a safe and caring learning environment for all students, staff, school visitors, and community members. To this end, the following protocol is used to respond to student threats and high-risk behaviours. The safety-risk assessment process is led by the Associate Superintendent responsible for Student Services, the Director of Student Services, and school-based administrators. Depending on circumstances, the assessment may also involve the Coordinator of Mental Health Services, Family School Liaison Workers (FSLW), and Connections Workers. In certain situations, external professionals such as the RCMP, Child and Family Services, and Community Mental Health therapists may also be involved.

Definitions:

- **Safety Assessment:** generally resolved at the school level with support from central office staff such as the Associate Superintendent responsible for Student Services and/or the Director of Student Services
- **Risk Assessment:** generally involving immediate high risk, critical incidents, requires central office direction before being initiated, may involve RCMP response and follow-up assessments from a psychologist with specialized risk assessment training.
- **Immediate Risk Situation:** High-risk situations requiring immediate police intervention and a protective school response. These include scenarios where the threat is credible, with the intention, means, and motive to carry it out, as outlined in Section 265(1)(a) of the Criminal Code regarding assault and credible threats of harm.
- **Threat:** An expression of intent to do harm or act violently against someone or something. As per Section 264.1 of the Criminal Code of Canada, a threat is defined as a statement or action that suggests intent to cause harm or death to another person, or damage to property. Threats may be verbal, written, drawn, posted online, or made through gestures. They can be direct, indirect, conditional, or veiled. Threat-making behaviours include, but are not limited to, serious acts of violence, fire-setting, threats to kill, bomb threats, and possession of weapons (or replicas).
- **Critical Incident:** any sudden or unexpected event that poses a significant risk to the safety, health, or well-being of students, staff, or the school community. These incidents are often severe in nature and require immediate attention and a coordinated response.
- **Concerning Behaviours:** Behaviours that raise concern and suggest a student is moving toward a greater risk of violent behaviour. Examples include drawing pictures, writing stories, and making vague statements that may not constitute criminal threats under Section 264.1 of the Criminal Code of Canada, but still warrant attention.
- **Transient Threat:** A threat that is not serious and can be quickly resolved. These threats often arise out of anger, frustration, or emotional outbursts and lack a sustained intent to cause harm. Transient threats are typically managed at the school level without the need for long-term intervention.
- **Substantive Threat:** A more serious threat that poses a genuine risk of harm. Substantive threats involve a clear intent to harm others and may include detailed planning, means, or motive to carry out the threat. These situations require more in-depth assessment and interventions to ensure the safety of all involved.

- **Fair Notice:** Prior to implementing any safety assessment protocol, students, staff, and parents are informed to ensure they are aware that threatening behaviours will not be tolerated. CTR schools provide consistent communication regarding the protocol and procedures, ensuring all parties understand that any form of threat-making behaviour will result in immediate assessment. Taking measures to ensure safety of the school or any individual is paramount to school operations and may take priority over the provision of fair notice.

Safety and Risk Assessment Process

1. Safety Assessment

The safety assessment is an initial, school-based, and rapid response process focused on determining the credibility and severity of a potential threat. It centres on immediate safety and quickly gathering information to determine if the threat can be resolved at the school level.

2. Safety Assessment Team

The Safety Assessment Team includes an administrator and other relevant personnel. They are responsible for conducting the initial safety assessment by gathering detailed information about the reported threat and taking immediate steps to reduce risks. The process is designed to address transient threats that can be resolved without further escalation. The Safety Assessment Team is expected to consult with the Associate Superintendent responsible for Student Services throughout their process.

3. Safety Assessment Procedure - Stabilization and Process Completion

The principal's first responsibility is to stabilize the situation, ensure the environment is safe, and address immediate needs. Next, the principal conducts a thorough investigation, gathering relevant information. The school-based team determines whether the threat is transient (resolved at the school level) or substantive (requiring further action). For transient threats of a serious nature, or for any substantive threat, the principal consults with the Associate Superintendent responsible for Student Services for next steps. The findings are communicated to all necessary parties.

4. Risk Assessment

A risk assessment is authorized by the Associate Superintendent responsible for Student Services when the initial safety assessment reveals further concerns that require a more detailed and systematic review. This process addresses threats that are substantive and pose a greater risk. CTR contracts an external agency with a psychologist trained in risk assessment to evaluate broader contexts and potential long-term risks.

5. Risk Assessment Team

The Risk Assessment Team includes the Associate Superintendent responsible for Student Services, the Director of Student Services, and a professional trained in Crisis Threat Response. The RCMP will be contacted if the threat is deemed credible, severe, or potentially criminal, as outlined in Section 264.1 of the Criminal Code of Canada (uttering threats) or other relevant criminal offences.

6. Risk Response Procedure

6.1. Immediate Risk Response Procedures involving a Critical Incident

If the situation involves immediate risk, the principal or their designate contacts the police and takes steps to ensure safety, such as activating evacuation or lockdown procedures. As per Section 265(1)(a) of the Criminal Code, threats involving credible risk of harm require police intervention. The principal must notify the Superintendent immediately after contacting the police.

6.2. Stabilization and Process Completion

The principal's initial responsibility remains to ensure safety and stabilize the situation. Next, they will conduct a thorough investigation. As with the safety assessment, the team determines whether the threat is transient or substantive. For transient threats of a serious nature, or for any substantive threat

the principal consults with the Associate Superintendent responsible for Student Services to take any necessary further action. The findings are communicated to all relevant parties.

6.3. High-Risk Behaviours

The comprehensive school support team, which may include school-based administration, the Director of Student Services, FSLW, Connections Workers, and possibly police, will meet to discuss and plan possible next steps. Parents/guardians of both the student making the threat and the student(s) targeted are notified as early as possible.

6.4. Comprehensive Evaluation Through a Safety-Risk Assessment

- 6.4.1. After permission is granted by the Associate Superintendent responsible for Student Services for a safety-risk assessment to be conducted, the principal notifies the student's parent/guardian by phone about the initiation of the assessment and explains the process.
- 6.4.2. The Director of Student Services coordinates the preparation and documentation of the assessment.
- 6.4.3. The assessment aims to develop long-term interventions and strategies to manage and mitigate identified risks.
- 6.4.4. The Risk Assessment Team may conduct interviews with the student(s), parents, witnesses, and staff to determine the level of risk and design appropriate intervention and support plans.
- 6.4.5. If a significant risk is identified, the Risk Assessment Team may require time to implement plans to address individual and school safety.
- 6.4.6. Sharing of the final risk assessment documentation is determined by the Associate Superintendent responsible for Student Services. The assessment is stored securely as part of the student's regulated record.

7. Duty to Report and Respond

- 7.1. Anyone with knowledge of high-risk student behaviour or reasonable grounds for concern must report the information to the principal.
- 7.2. No action is taken against someone who makes a report unless it is done maliciously or without reasonable grounds.

8. Refusal to Participate

All parties are expected to engage in the process. If there is non-compliance by the student or parent(s)/guardian(s), the assessment continues to ensure safety for all. Threat-makers may not return to school until the assessment is completed and safety plans are made.

Appendix

Principal Risk Response Procedure Checklist Discipline Considerations: Stabilize, Investigate, Communicate

Once an incident has occurred or been reported, an administrator's role is to **Stabilize** the situation (students, staff, parents) **Investigate** thoroughly and **Communicate** findings to the appropriate stakeholders. Contact a Superintendent for assistance throughout this process.

Stabilize

1. Ensure all students are safe and commence Lock Down or Hold & Secure procedures if necessary.
2. If imminent danger is present, call 9-1-1 and the Superintendent.
3. Isolate student(s) involved. Separate students if more than one is involved or being interviewed. Do not leave student(s) unsupervised.
4. Do not allow access to backpacks, lockers, coats or electronic devices.
5. Call a Superintendent team member for further direction or consultation.

Investigate

1. Determine if student is in possession of/or has access to weapons.
2. Search lockers, backpack, belongings, empty pockets (have adult witness present). See Student Search and Seizure Administrative Procedure STU #14.
3. Consider the privacy of students involved, as well as ensuring school operations can continue as normal to the greatest extent possible.
4. Interview student(s) and have them provide a signed and dated written statement, if possible, otherwise the interview must be documented.
5. Interview key witnesses and have them provide a signed and dated written statement, if possible, otherwise the interview must be documented.
6. Check social media as necessary.

Communicate

1. Only after consultation with the Superintendent, contact RCMP school resource officer or detachment if further assistance is required or to seek advice. They may be able to determine if a history of weapons possession or violence is on record. This consultation is different than calling 911 in an emergency.
2. Make a decision on disciplinary actions. This may include in-school or out-of-school suspension. In-school suspensions are the preferred option. In extreme circumstances, out-of-school suspensions may be warranted and are to be issued only after consultation with the Superintendent. If an out-of-school suspension is warranted, and parents are engaged and at home, consider sending the child home under their supervision. If this is not possible, keep student(s) separated, isolated, and supervised by a staff member.
3. If you are unclear on anything process related, contact the Superintendent (review steps and receive advice on process or discipline; you may advise the Superintendent if you think a safety-risk assessment is warranted).
4. Notify parents/guardians about the incident and consequences.
5. School-based supports for student counselling, school operations, faith leadership, and communications will be utilized to the greatest extent possible, supplemented by other division personnel as needed.
6. In consultation with the Superintendent, who will work with the Director of Communications, consider messaging to staff, parents, students, and/or the division.
In consultation with the Superintendent, consider notification of other parties including neighbouring school divisions, Alberta Education, Alberta Health Services, or other community partners.

7. In consultation with the Associate Superintendent responsible for Student Services, a safety-risk assessment may be considered when warranted.
8. Consider supports for staff members impacted by recommending the division Employee and Family Assistance Program (EFAP).
9. Complete documentation of the incident, including Log Entry in PowerSchool and suspension letter. Documentation will include:
 - a. Description of the incident
 - b. Consequences given
 - c. Communication to parents

Safety-Risk Assessment if Necessary

1. Contact an Associate Superintendent responsible for Student Services to determine if a safety-risk assessment is required.
2. If a safety-risk assessment is required and approved by the Associate Superintendent responsible for Student Services, the principal will contact parents again to inform them regarding the assessment process and next steps.